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Wayne P. Kubasko

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PERSONALITY SURVEY OF SENIOR ROTC CADETS AT SOUTH  
DAKOTA STATE UNIVERSITY PREFERRING COMBAT ARM SERVICE  
AS COMPARED TO NON-COMBAT ARM SERVICE

BY degree, Master of Science  
and is submitted for the degree of  
WAYNE P. KUBASKO

A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Major in  
Guidance and Counseling, South Dakota  
State University

1973



PERSONALITY SURVEY OF SENIOR ROTC CADETS AT SOUTH  
DAKOTA STATE UNIVERSITY PREFERRING COMBAT ARM SERVICE  
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This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Date

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INTRODUCTION

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Army differs from military service in the non-combat arms. The former is responsible for the neutralization or destruction of the enemy, and the latter is responsible for the support of the combat arm. The commissioned officer strength for both is drawn in part from the Reserve Officer Training Corps (ROTC). Because of the divergent missions of the branches of the Army, it may be that each attracts prospective officers with characteristic personality needs.

Statement of the problem. This research problem is hypothesized: In a survey of manifest needs as measured by the Edwards Personal Preference Schedule (EPPS), Army ROTC students in their senior year at South Dakota State University who indicate a preference for combat arms assignment will differ significantly from ROTC students who indicate a preference for non-combat arms assignment.

Importance of the study. With the current post-Vietnam reduction in the size of the U.S. Army, there is an increased emphasis on producing, through the ROTC, a more highly motivated, self-reliant leader. According to the Chief of Staff of the Army,<sup>1</sup> the Army is advocating the improvement of leadership by improving training consistent with principles and procedures derived from new studies

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<sup>1</sup>Chief of Staff of the Army, U.S. Army Command Information Spotlight, Issue No. 25, March 20, 1972.

## CHAPTER I

### INTRODUCTION

By its nature, military service in the combat arms of the U.S. Army differs from military service in the non-combat arms. The former is responsible for the neutralization or destruction of the enemy, and the latter is responsible for the support of the combat arms. The commissioned officer strength for both is drawn in part from the Reserve Officer Training Corps (ROTC). Because of the divergent missions of the branches of the Army, it may be that each attracts prospective officers with characteristic personality needs.

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The branches of the non-combat arms include: Corps of Engineers; in behavioral science.

Signal Corps; Medical Service Corps; Ordnance; Transportation;

The training of junior U.S. Army officers may be enhanced by an expanded understanding of the personality characteristics associated with ROTC students who are being developed for combat arm and

non-combat arm service. Classroom and practical instruction may then be structured with a consideration of personality needs of the cadets.

Cadets as well as regular Army personnel, cognizant of the personality structure of senior ROTC students, may develop insight into their own motives and needs, and realize a greater degree of self-awareness.

Characterization of terms. The EPPS<sup>2</sup> is a research instrument designed to provide measures of 15 relatively independent normal manifest needs: achievement; deference; order; exhibition; autonomy; affiliation; intraception; succorance; dominance; abasement; nurturance; change; endurance; heterosexuality; aggression.

The mission of the combat arms<sup>3</sup> of the Army is to engage and destroy or neutralize the enemy. The branches of the combat arms include: Infantry; Armor; Field Artillery; Air Defense Artillery. The mission of the non-combat arms<sup>4</sup> is to provide support to the combat arms.

<sup>2</sup>Allen L. Edwards, Edwards Personal Preference Schedule Manual. New York: The Psychological Corporation, 1959, p. 5.

<sup>3</sup>LTC Lawrence P. Crocker, The Officers Guide. Pennsylvania: Stockpole Books, 1972, pp. 481-568.

<sup>4</sup>Ibid.

The branches of the non-combat arms include: Corps of Engineers; Signal Corps; Medical Service Corps; Ordnance; Transportation; Quartermaster; Military Police; Military Intelligence; Adjutant General Corps; Chemical Corps; Finance Corps.

Research design. In gathering the data for this study, a variation of the experimental method of research was used. The subjects (Ss) consisted of 101 senior, male ROTC students. The Ss were administered the Edwards Personal Preference Schedule (EPPS), and asked to complete the survey with these additional instructions:

1. Above your name on the answer sheet, write the branch of Army service in which you prefer active duty, combat arm or non-combat arm.
2. The combat arms are: Infantry, Armor, Field Artillery, and Air Defense Artillery. The combat arms have the mission of engaging and destroying or neutralizing the enemy.
3. The non-combat arms are: Corps of Engineers, Signal Corps, Medical Service Corps, Ordnance, Transportation, Quartermaster, Military Police, Military Intelligence, Adjutant General Corps, Chemical Corps and Finance Corps. The non-combat arms have the mission of supporting the combat arms.

Each of the 15 manifest needs associated with the EPPS were scored in the survey. Scoring was done by hand using the EPPS template. In addition, each schedule was scored for consistency, using the EPPS template.

Raw individual scores for each of the EPPS variables in the combat and non-combat groups were submitted to a computerized



analysis of variance<sup>5</sup> for data with a single criterion of classification and variance for any number of groups with unequal replication. Simplification of the statistical procedure is outlined by Edwards.<sup>6</sup>

Limitations of the study. This study was limited to all senior male ROTC students enrolled at South Dakota State University, Brookings, South Dakota, in the year 1972. Although the branches of the Army were categorized into two groups, combat arms and non-combat arms, the mission of the non-combat arms sometimes relates closely with the combat arms. This is especially evident in the Corps of Engineers and Military Police, both of which may be engaged in combat arm activities, depending on the nature of the tactical situation. The limited population and the variance in size between the combat arm group and non-combat group further narrows the scope of the study. The relatively limited level of exposure of the Ss, who have not yet served on active duty, to the field employment of the branches of the Army is a limiting factor in their perception of how each branch is practically employed.

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<sup>5</sup>Robert G. D. Steel, James H. Torrie, Principles and Procedures of Statistics. New York: McGraw Hill Inc., 1960, pp. 112-119.

<sup>6</sup>Allen L. Edwards, Statistical Analysis. New York: Holt, Rinehart and Winston, 1964, pp. 141-148.

3913, May 3, 1972.

## CHAPTER II

## SOME PERTINENT LITERATURE

The purpose of Chapter II was to examine current U. S. Army policy and thought concerning ROTC and the combat and non-combat arms. In addition, the research investigated the EPPS and need theory in personality structure.

Army ROTC trends. Recently, emphasis has been made on improving and expanding the Army ROTC program. Sobel,<sup>1</sup> states that if ROTC courses are to survive and flourish, they must be changed. He emphasizes this by saying that in many leading colleges and universities, ROTC has had the reputation of being a "Mickey Mouse" course and a student in uniform was looked upon as some strange kind of academic half breed. He suggests improvement: ROTC should become more academic and less vocational. Current courses should endeavor to train officers. They should, besides this, attempt to educate students. The army, Sobel adds, should explore the possibility of permitting cadets to take courses in lieu of regular ROTC offerings.

The Army Times<sup>2</sup> substantiates the concern for an expanded ROTC program. With ROTC enrollment continuing to drop, the Army is pushing for still a larger increase in the number of scholarships it

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<sup>1</sup>Robert Sobel, "Up From Mickey Mouse," Army, 18-23, January, 1972.

<sup>2</sup>Army Times Staff Writer, "ROTC Grants Pushed," Army Times, 39:3, May 3, 1972.



can award ROTC students in college. Congress passed legislation last year giving the Army authority to award up to 6,500 scholarships at any one time. The previous limit was 5,500 scholarships. ROTC enrollment has declined every year since 1966.

The Continental Army Commander,<sup>3</sup> General Ralph Haines, stated that we cannot have a U.S. Army that depends only on West Point and the Officer Candidate School program for officers. We must also depend on ROTC. He reiterates that the downward trend of ROTC enrollment must be reversed.

Emphasis on the importance of the combat arms. The Gates<sup>4</sup> all volunteer force commission has recommended a two step Hostile Fire Pay which would pay soldiers \$65.00 per month for some exposure to enemy fire and \$200.00 per month for more exposure. Those receiving the \$200.00 per month would be members of the combat arms, subjected to a higher degree of danger.

Brigadier General Eugene P. Forrester,<sup>5</sup> director of the office personnel directorate, Department of the Army, indicated that the combat arms will remain a priority job of the Army.

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<sup>3</sup>Army Times Staff Writer, "Now's The Time For 'R' in ROTC," Army Times, 32:4, March 15, 1972.

<sup>4</sup>Armed Forces Journal Staff Writer, "Early Legislation Planned on Military Special Pays," Armed Forces Journal, 10, March, 1972.

<sup>5</sup>Army Times Staff Writer, "Officers to Need Added Specialty," Army Times, 42:4, May 10, 1972.



The Gorman Board,<sup>6</sup> said that the Continental Army Command should establish a comprehensive set of incentives for combat arms training which might include a combat arms merit badge, special combat arms pay, and increased promotion credits.

ROTC officers. A comparison of ROTC officers with officer candidate school officers was conducted in a study<sup>7</sup> designed to determine whether senior company-grade officers whose source of commission was ROTC differ from officer candidate school commissioned officers in their evaluation of desirable behavioral characteristics of officer commanders. Christensen, Lockey and Olmstead found no significant differences between the two groups in their desirability rating of 45 leader actions.

EPPS research. The Edwards Schedule presents 225 pair of items designed to measure a number of relatively independent variables having their origin in a list of manifest needs proposed by H. A. Murray.<sup>8</sup> Each item represents a statement of liking or of feeling. With each pair of items the examinee is required to indicate which of the two items is most characteristic of what he likes or feels.

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<sup>6</sup>Larry Carney, "Study Unit Raises Sights on Combat Arms Training," Army Times, 34:1, March 29, 1972.

<sup>7</sup>Harold E. Christensen, Larry L. Lockey, Joseph A. Olmstead, Leadership Actions as Evaluated by Experienced Company Grade Officers," HUMPRO Technical Report, 71-11, June, 1971.

<sup>8</sup>Henry A. Murray, Explorations in Personality. New York: Oxford University Press, 1938, pp. 80-90.

In a series of validation studies of the EPPS, Zuckerman<sup>9</sup> compared the performance of a group of rebellious students chosen on the basis of peer ratings, with a group of dependent children. The dependent children were significantly higher on deference, succorance, and aggression scores and lower on autonomy and dominance.

Mann,<sup>10</sup> in testing and retesting 96 graduate school students with the EPPS, found that the EPPS has satisfactory test-retest reliability. He found that the EPPS correlates with student self-ratings on the variables which it purports to measure, but that the EPPS does not correlate with ideal self-ratings.

The pairs of statements comprising the items of the EPPS have been matched with respect to their social desirability. Silverman<sup>11</sup> investigated the factor of social desirability as related to scores on the EPPS variables by establishing coefficients of correlation between the EPPS variables and a measure of social desirability and the K scale of the Minnesota Multiphasic Personality Inventory (MMPI). Only three of the 15 EPPS variables show somewhat consistent correlations with social desirability: Autonomy, Endurance, and

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<sup>9</sup>John E. Horrocks, Assessment of Behavior. Ohio: Merril Books Inc., 1964, pp. 537-544.

<sup>10</sup>John H. Mann, "Self-Ratings and the EPPS," Journal of Applied Psychology, 42:4, August, 1958.

<sup>11</sup>Robert E. Silverman, "The Edwards Personal Preference Schedule and Social Desirability," Journal of Consulting Psychology, 21: 402-405, October, 1957.



Aggression. Silverman states, however, that the fact these variables are correlated with social desirability indices may be interpreted as due to the construct validity of these variables in that they all seem to relate, however slightly, to a defensive attitude in which the subject describes himself as a conformist, as persevering, and as unwilling to manifest hostility.

In a study of self concept stability, Smith<sup>12</sup> found that Ss who exhibited significant instability of self, ideal self, and social self, scored significantly higher on intraception and dominance on the EPPS. Ss were tested for stability by piling cards (personality descriptive phrases) in piles descriptive of self, ideal self, and social self. The piles were labeled: Almost All of the Time, Usually, About Half of the Time, Seldom, Almost, and Never. The piling test was given on three occasions at one week intervals. The measure of variance of the three ratings a particular S gave a particular trait on the three test occasions was taken as the degree of instability of self for that particular trait.

It appears that the EPPS can be faked under structured personal and sociability desirability instruction. Borislow,<sup>13</sup> in

<sup>12</sup>Gene Marshall Smith, "Six Measures of Self-Concept Discrepancy and Instability: their Interrelations, Reliability and Relations to other Personality Measures, Journal of Consulting Psychology, 22: 101-113, April, 1958.

<sup>13</sup>B. Borislow, "The Edwards Personal Preference Schedule (EPPS) and Fakability," Journal of Applied Psychology, 42: 22-28, February, 1958.

administering the EPPS to a control group, social desirability group (SD), and personal desirability group (PD) found that in a retest the SD and PD groups who received specific instructions scored significantly different than the control group. The SD group was instructed to try to respond as they believed a perfect individual characterized by those traits that society considers highly desirable would respond. The PD group was instructed to try to respond according to how they would like to be rather than how they actually are. Although there is evidence that such instruction influences a subject's responses, it may be expected that in an experimental situation where no such direction is given, consistency of responses will be maintained. This was in fact observed in that the control group did not vary significantly on their retest.

Test-retest reliability estimates<sup>14</sup> based on a three-week interval ranged from a correlation coefficient of .55 to .87. The test-retest reliability estimates based on a one-week interval had a median correlation coefficient of .79. Correlations of the need variables of the Guilford-Martin Personnel Inventory<sup>15</sup> show correlations

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<sup>14</sup>Oscar Krisen Buros, The Sixth Mental Measurements Yearbook. New Jersey: Gryphon Press, 1965, p. 202.

<sup>15</sup>Allen L. Edwards, Edwards Personal Preference Schedule Manual. New York: The Psychological Corporation, 1959, p. 22.



significant at the five percent level in 11 EPPS variables (Table I).

TABLE I

COEFFICIENTS OF CORRELATION BETWEEN THE EPPS VARIABLES  
AND THE GUILFORD-MARTIN PERSONNEL INVENTORY

<u>EPPS</u>	<u>GUILFORD-MARTIN PERSONNEL INVENTORY</u>		
<u>VARIABLE</u>	<u>COOPERATIVENESS</u>	<u>AGREEABLENESS</u>	<u>OBJECTIVITY</u>
Achievement	.02	-.12	.16
Deference	.21*	.33*	.06
Order	.17	.21*	.18
Exhibition	.08	-.14	-.17
Autonomy	-.29*	-.36*	-.04
Affiliation	.08	.24*	-.05
Intracception	.06	.13	.12
Succorance	-.18	-.20*	-.39*
Dominance	-.04	-.26*	-.01
Abasement	.03	.33*	-.11
Nurturance	.11	.28*	-.09
Change	-.02	.06	.08
Endurance	.24*	.23*	.31*
Heterosexuality	.00	-.22*	-.05
Aggression	-.37*	-.51*	-.16

\*Correlation Significant at the Five Percent Level.

Need theory in personality structure. In expanding his need theory, Murray<sup>16</sup> defines a need as the force within the organism which

<sup>16</sup>Henry A. Murray, Explorations in Personality. New York: Oxford University Press, 1938, pp. 60-77.



determines a certain trend or major effect. Need is a disequilibrium which stresses toward equilibrium. He elaborates on this by stating that needs may be categorized as being primary (viserogenic) or secondary (psychogenic). The viserogenic needs have to do with physical satisfaction and the psychogenic needs with mental or emotional satisfaction. The viserogenic needs include the need for air, water, food, sex, lactation, urination, defecation, harm-avoidance, cold-avoidance, nox-avoidance (avoidance of noxious stimuli), and sentience. The psychogenic needs include those needs which are surveyed on the EPPS. Murray views a need as a hypothetical entity which is characterized by having (a) a typical direction or qualitative aspect which differentiates it from other needs (b) a energenic or qualitative aspect which may be estimated. He states that strictly speaking, a need is an outcome of certain internal and external occurrences.

Transactional theory. Harris,<sup>17</sup> in interpreting behavior, states that continual observation supports the assumption that three states exist in all people: the Parent, the Child, and the Adult. The Parent is a huge collection of recordings in the brain of unquestioned or imposed external events perceived by a person in his early years.

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<sup>17</sup>Thomas A. Harris, I'm OK-You're OK. New York: Harper and Row, 1969, pp. 18-64.

In the Parent is found all of the admonitions and laws that the little person heard from his parents and saw in their living. Also recorded in the Parent are the looks of approval and verbal praises of his mother and father. In the Child is recorded internal events which is what the little person sees and hears and feels. Adult data results from the child's ability to differentiate reality and the aspects of living from the taught concept of his Parent and the felt concept of his Child. Based on his perception of himself in relation to his parents and environment the child decides on a life position with respect to himself and others. The life positions are:

1. I'm Not OK - You're OK
2. I'm Not OK - You're Not OK
3. I'm OK - You're Not OK
4. I'm OK - You're OK

The I'm Not OK - You're OK is the first tentative decision based on the experiences of the first year of life. By the end of the second year it is either confirmed or replaced by position 2 or 3. Once finalized, the child stays in his chosen position and it governs everything he does. Harris further states that the position stays with him the rest of his life, unless he later consciously changes it to the fourth position. This concept of self and environment, once established, may be considered as the basis of a person's needs or drives.



Psychoanalytic theory. Psychoanalytic theory<sup>18</sup> perceives a drive as a genetically determined, psychic constituent which produces a state of psychic excitation, or tension. This excitation or tension impels the individual to activity, which is also genetically determined in a general way, but which can be considerably altered by individual experience. Freud assumed the existence of two drives, the sexual and the aggressive. The sexual drive gives rise to the erotic components of mental activities while the aggressive drives give rise to the destructive mental activities. Freud grouped together mental processes and contents which are functionally related, and distinguished three such functionally related groups. He called them the id, the ego, and the superego. The id comprises the psychic representatives of the drives, the ego consists of those functions which have to do with the individual's relation to his environment, and the superego comprises the moral precepts of our minds as well as our ideal aspirations. From this theory it would appear that the manifest needs of a person are resultant from the sexual and aggressive drives and the interaction of id, ego, and superego.

Glasser<sup>19</sup> identifies the basic needs as the need to love and be loved and the need to feel worthwhile to ourselves and others. He

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<sup>18</sup>Charles Brenner, An Elementary Textbook of Psychoanalysis. New York: Doubleday and Company, 1955, pp. 18-38.

<sup>19</sup>William Glasser, Reality Therapy. New York, Evanston, London: Harper and Row, 1965, p. 9.

<sup>20</sup>Abraham M. Maslow, Motivation and Personality. New York, Evanston, London: Harper and Row, 1954, pp. 36-46.

states that although the two needs are separate, a person who loves and is loved will usually feel that he is a worthwhile person, and one who is worthwhile is usually someone who is loved and who can give love in return. If we fail to learn how to fulfill our needs we will suffer, and this suffering always drives us to try unrealistic means to fulfill our needs.

Person-centered theory. Rogers<sup>20</sup> states that the goal that the individual most wishes to achieve, the end to which he knowingly and unknowingly pursues, is to become himself. From this it would seem that the basic need is self-actualization. The experiencing of feeling, according to Rogers, is really the discovery of self, the extent to which a person is open to all of his experience, his feeling, and his impulses, is the basis for his behavior. From this knowledge of experience he senses the social demands. He has access to his memories of similar situations and the consequences of different behaviors in these situations. He considers, weighs, and balances each stimulus, need and demand, and its relative weight and intensity.

Need theory. In a comprehensive analysis of needs,<sup>21</sup> Maslow purports that the physiological needs are the most prepotent of all needs. What this means is that in the human being who is missing

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<sup>20</sup>Carl R. Rogers, On Becoming a Person. Boston: Houghton Mifflin Company, 1961, pp. 108-118.

<sup>21</sup>Abraham H. Maslow, Motivation and Personality. New York, Evanston, London: Harper and Row, 1970, pp. 36-46.



everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. For example, a person who is lacking food, safety, love and esteem would most probably hunger for food more strongly than anything else. When basic physiological needs are satisfied, then higher needs emerge. These higher needs, rather than physiological hungers dominate the organism. When these in turn are satisfied, again new and still higher needs emerge and so on. The organism is dominated and its behavior organized only by unsatisfied needs. If the physiological needs are relatively well gratified, then safety needs arise. Safety needs include security, order, stability, protection, and freedom from fear. If both the physiological and safety needs are fairly well gratified, there emerges the love and affection and belonging needs. All people (with a few pathological exceptions) have a need for self-esteem and for the esteem of others.

Even if all these needs are satisfied, however, states Maslow, we may still often expect a new discontent and restlessness will develop, unless the individual is doing what he individually is fitted for. What a man can be he must be. He must be true to his nature. This need Maslow calls self-actualization.

*Description of the Instrument*—The instrument used in this investigation was the Edwards Personal Preference Schedule.

<sup>1</sup>Allen L. Edwards, Edwards Personal Preference Schedule Manual. New York: The Psychological Corporation, 1959, p. 5 and 11.



## CHAPTER III

## METHODOLOGY

This chapter consists of the methodology of this investigation with the emphasis placed on the selection of a method, description of the testing measurement, and the collection and analysis of the data.

Selection of a method. The nature and purpose of this investigation was to study manifest need differences. To facilitate the task this study has used a variation of the experimental method, with experimental groupings.

Selection of a sample. The population of this study consisted of all senior year Army ROTC students enrolled at South Dakota State University. A population of 101 students was administered the testing measurement on 10 May 1972. Of this population, 93 subjects completed the measurement. Eight were unable to complete the measurement. The Ss were instructed to write the branch of Army service in which they preferred active duty, combat arm or non-combat arm, on the measurement answer sheet. Of the Ss completing the measurement, 20 indicated combat arm preference and 73 indicated non-combat arm preference. These two sample groupings, combat arm (20) and non-combat arm (73) served as the comparative measurement groups.

Description of the instrument. The instrument used in this investigation was the Edwards Personal Preference Schedule.<sup>1</sup>

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<sup>1</sup>Allen L. Edwards, Edwards Personal Preference Schedule Manual. New York: The Psychological Corporation, 1959, p. 5 and 11.

This survey presents 225 pair of items designed to measure relatively independent normal manifest needs. The measured needs are:

1. Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do a thing better than others, to write a great novel or play.
2. Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.
3. Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when making a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.
4. Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.
5. Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.



6. Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.
7. Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.
8. Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.
9. Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.
10. Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.
11. Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with



assigned kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

ins. 12. Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

ap. 13. Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

ins. 14. Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

ins. 15. Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

Collection of the data. The Ss were administered the EPPS during a regularly scheduled military instruction class period. No class instruction or administrative requirements, other than the EPPS, were presented to the Ss. At the time of testing, each S was

assigned a testing booklet and answer sheet. The Ss were instructed to write their name, date, and army service preference, combat arm or non-combat arm, on the answer sheet. In addition to these pre-testing instructions, the experimenter stated the branches of service within the combat arms and non-combat arms of the Army, and defined the mission of the combat arms and non-combat arms. The measuring instrument was administered to the Ss on a voluntary basis. All Ss agreed to be participants in the survey. Eight Ss failed to complete the entire survey during the class period, and decided not to stay after the period and finish it. All other Ss completed the survey during the class period, although no time limitation was established.

The EPPS was scored by hand, using the testing instrument template. Each of the 15 manifest needs measured by the EPPS were scored.

Analysis of the data. Each EPPS answer sheet was hand scored and raw total scores for each of the 15 manifest needs were computed for each S. The raw individual scores for each of the EPPS variables in the combat and non-combat groups were submitted to a computerized analysis of variance<sup>2</sup> for data with a single criterion of classification and variance for any number of groups with unequal replication. For each of the 15 manifest needs the frequency distribution (F) was determined.

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<sup>2</sup>Robert G. D. Steel, James H. Torrie, Principles and Procedures of Statistics. New York: McGraw Hill Inc., 1960, pp. 112-119.



The design of the analysis of data was to test the hypothesis that in a survey of manifest needs as measured by the EPPS, Army ROTC students in their senior year at South Dakota State University who indicate a preference for combat arms assignment will differ significantly from ROTC students who indicate a preference for non-combat arms assignment.

The sample surveyed by the EPPS was made up of senior year students in ROTC at South Dakota State University. The sample was divided into two groups: those who preferred service in a combat arm of the Army and those who preferred service in a non-combat arm of the Army. Analysis of variance between the two groups was made for each of the measured needs. The combat arm group measured a significantly greater ( $P$  less than .05) achievement need than the non-combat arm group, and a significantly greater ( $P$  less than .01) entrance need than the non-combat arm group. The analysis of variance showed no significant difference ( $P$  greater than .05) between the combat arm group and the non-combat arm group in the following manifest needs: achievement; deference; order; exhibition; autonomy; affiliation; intrasexuality; dominance; dominance; dominance; change; heterosexuality; aggression. A summary of the analysis of variance is presented in Table 2.

## CHAPTER IV

## RESULTS

The purpose of this investigation was to study manifest need differences in senior year ROTC students, as measured by the EPPS. A measure of the 15 needs surveyed by the EPPS was made of senior year students in ROTC at South Dakota State University. The Ss were divided into two groups: those who preferred service in a combat arm of the Army and those who preferred service in a non-combat arm of the Army. Analysis of variance between the two groups was made for each of the measured needs. The combat arm group measured a significantly greater ( $P$  less than .05) abasement need than the non-combat arm group, and a significantly greater ( $P$  less than .01) endurance need than the non-combat arm group. The analysis of variance showed no significant difference ( $P$  greater than .05) between the combat arm group and the non-combat arm group in the following manifest needs: achievement; deference; order; exhibition; autonomy; affiliation; intraception; succorance; dominance; nurturance; change; heterosexuality; aggression. A summary of the analysis of variance is presented in Table 2.



TABLE 2

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS  
SUMMARY OF ANALYSIS OF VARIANCE

<u>MANIFEST NEED</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Achievement	1417.118	92	15.573	0.000
Deference	956.253	92	10.317	1.684
Order	1905.312	92	20.864	0.323
Exhibition	1065.312	92	11.701	0.047
Autonomy	2151.957	92	22.859	3.140
Affiliation	1509.807	92	16.545	0.256
Intracception	2420.279	92	26.447	0.515
Succorance	1794.903	92	19.200	2.482
Dominance	2454.925	92	26.381	2.056
Abasement	2178.516	92	22.770	4.673*
Nurturance	2383.893	92	26.039	0.550
Change	2514.322	92	27.173	1.530
Endurance	2795.182	92	27.890	9.220**
Heterosexuality	2631.612	92	28.506	1.318
Aggression	2454.000	92	26.961	0.021

\*F = 3.95, P less than .05. The value marked by an asterisk is significant at the .05 level of significance.

\*\*F = 6.87, P less than .01. The value marked by a double asterisk is significant at the .01 level of significance.

Experiments: The 36, 101 senior, male, ROTC students were administered the EPF. The 36 were instructed to indicate on the

## CHAPTER V

EPPS answer sheet their preference of Army service, combat arm or non-combat arm. The EPPS answer sheets were hand scored and the

The fifth chapter is divided into four parts: (1) a summary of the study, (2) the conclusions of this investigation, (3) a discussion of the results, and (4) recommendations for practical application of the findings and for expanded research in this study area.

CONCLUSIONS  
SUMMARY

In an analysis of variance, the combat arm group measured a significantly greater ( $P$  less than .05) need for achievement and a significantly greater ( $P$  less than .01) need for endurance than the students at South Dakota State University who prefer Army service in a non-combat arm group. No significant difference was found between a combat arm as compared to those whose Army service preference is in the combat arm preference group and the non-combat arm preference group in 13 of the 15 needs that were measured by the EPPS.

Importance of the problem. An expanded understanding of the significant differences were not established between the groups in need differences of Army ROTC cadets may enhance the training and development programs for junior U.S. Army officers. Instruction of ROTC cadets may be structured in consideration of the need differences of the cadets. Cadets and regular Army personnel, cognizant of the personality structure of senior ROTC students, may develop insight into their own motives and needs, and realize a greater degree of self-awareness.

Procedure. The Ss, 101 senior, male, ROTC students were administered the EPPS. The Ss were instructed to indicate on the



EPPS answer sheet their preference of Army service, combat arm or non-combat arm. The EPPS answer sheets were hand scored and the data submitted to a computerized analysis of variance to determine comparative need differences between the two service preference groups.

### CONCLUSIONS

In an analysis of variance, the combat arm group measured a significantly greater ( $P$  less than .05) need for abasement and a significantly greater ( $P$  less than .01) need for endurance than the non-combat arm group. No significant difference was found between the combat arm preference group and the non-combat arm preference group in 13 of the 15 needs that were measured by the EPPS. Significant differences were not established between the groups in the needs: achievement; deference; order; exhibition; autonomy; affiliation; intraception; succorance; dominance; nurturance; change; heterosexuality; aggression.

Allen L. Edwards, *Edwards Personal Preference Schedule Manual*, New York: The Psychological Corporation, 1959, p. 11.

Thomas A. Harris, *I'm OK, You're OK*, New York: Harper and Row, 1969, pp. 18-19.

## DISCUSSION

The results of this investigation indicate that senior year ROTC students who prefer combat arm service have a significantly greater need for abasement and endurance than those students who indicated a preference for non-combat arm service.

Edwards,<sup>1</sup> defines abasement: To feel guilty when one does something wrong, to accept blame, to feel the need for punishment for wrong doing, to feel timid in the presence of superiors, to feel inferior to others in most respects. Endurance<sup>2</sup> is defined: to keep at a job until it is finished, to stick at a problem even though it may seem as if no progress is being made, to complete any job undertaken.

Transactional considerations. In considering transactional theory,<sup>3</sup> an increased need level for abasement and endurance may be related to the subject's perception of himself in relation to his environment and the life position which he has assumed with respect to himself and others. It appears plausible that the S has assumed and maintained the introjective life position: I'm Not OK - You're OK. In this respect the S has, in his early life decided that he is

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<sup>1</sup>Allen L. Edwards, Edwards Personal Preference Schedule Manual. New York: The Psychological Corporation, 1959, p. 11.

<sup>2</sup>Ibid.

<sup>3</sup>Thomas A. Harris, I'm OK - You're OK. New York: Harper and Row, 1969, pp. 18-64.



generally inferior to other people. The need to hold himself guilty and to accept blame may be an expression of his life position, as may be his drive to complete a task regardless of how difficult it appears. In this case the person is continually holding himself responsible for personal failures and striving endlessly to complete difficult tasks and gain some feeling of the "I'm OK" position.

Psychoanalytic considerations. According to psychoanalytic theory,<sup>4</sup> the manifest needs of a person are resultant from the sexual and aggressive drives and the interaction of the id, ego, and superego. An increased need for abasement and endurance may then be considered as an expression of the superego which comprises the moral precepts of our minds as well as our ideal aspirations. An exaggerated need for abasement and endurance may be the result of anxiety within the organism, wherein the psyche is overwhelmed by an influx of demands coming from the superego. This may include moralistic guilt feelings as well as admonitions from the superego to continue working; see the job through no matter what. Since it is the function of the ego to master these demands, as well as the drives of the id, any inappropriate expression of these needs may be considered the result of an immature ego. However, when these anxiety reactions are handled in a socially acceptable manner such as increased acceptance of individual responsibility and the nurturing of enduring

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<sup>4</sup>Charles Brenner, An Elementary Textbook of Psychoanalysis. New York: Doubleday and Company, 1955, pp. 18-38.

qualities of discipline, the ego may be functioning appropriately to neutralize anxiety. Anxiety is a constituent for organismic survival, a necessity. It is only when anxiety cannot be handled appropriately that undesirable behavior results.

Reality considerations. The basic needs defined by Glasser<sup>5</sup> are the need to love and be loved and the need to feel worthwhile to ourselves and others. He further states that if we fail to learn how to fulfill our needs we will be driven to unrealistic means to fulfill them. It appears that the combat arm group's greater need for abasement and endurance may be an expression of the need to feel worthwhile. Enduring difficult tasks until completion may satiate, at least for a time, the need to feel worthwhile. The need to accept blame can be a catalyst to worthwhile behavior, of proving oneself. An exaggerated need for abasement and endurance may be because the person does not recognize a feeling of love or being worthwhile, and seeks some means to satisfy these basic needs.

Person-centered considerations. Rogers<sup>6</sup> states that the goal that the individual most wishes to achieve, the end to which he knowingly and unknowingly pursues, is to become himself. Considering this, an increased need for abasement and endurance may be an appropriate expression of the organism to become all that it can be.

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<sup>5</sup>William Glasser, Reality Therapy. New York, Evanston, London: Harper and Row, 1965, p. 9.

<sup>6</sup>Carl R. Rogers, On Becoming A Person. Boston: Houghton Mifflin Company, 1961, pp. 108-118.



In this light, the organism is functioning in a mature manner to become all that it can be. Only when deviant abasement and endurance levels are reached, would inappropriate behavior result.

Need considerations. Maslow<sup>7</sup> purports that the physiological needs are the most prepotent of all needs. When basic physiological needs are satisfied, then higher needs emerge. The organism is dominated and its behavior organized only by unsatisfied needs. If the physiological needs are relatively well gratified, then safety needs arise. If both the physiological and safety needs are fairly well gratified, there emerges the love and affection and belonging needs. All people (with a few pathological exceptions) have a need for self-esteem and for the esteem of others. Maslow says further, even if all these needs are satisfied we may still expect a new discontent and restlessness will develop, unless the individual is doing what he individually is fitted for. He must be true to his nature. This need Maslow calls self-actualization. The person demonstrating an increased need for abasement and endurance may be experiencing an unsatisfied need for self-esteem and for the esteem of others. He holds himself responsible or guilty in his quest for self-worth, and he endures difficult tasks in his search for the esteem of others. In considering the ultimate need for self-actualization, the combat arm subject may be striving to be what

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<sup>7</sup>Abraham H. Maslow, Motivation and Personality. New York, Evanston, London: Harper and Row, 1970, pp. 36-46.

he is fitted for - to be true to his nature.

experimentation would be enhanced by employing a control group of subjects who are not enrolled in ROTC. An instrument that measures appropriate and deviant mood levels would further define the personality characteristics of ROTC students.

#### RECOMMENDATIONS

Practical application. According to the Chief of Staff of the Army,<sup>8</sup> the Army is advocating the improvement of leadership by improving training consistent with principles and procedures derived from new studies in behavioral science. Considering the training of junior officers through the ROTC program, an expanded program of instruction could be instituted, directed at developing two distinct groups of officers, combat arms and non-combat arms officers. As an example, cadets could all receive basic military instruction the first three years of ROTC, and in their senior year be exposed to a training program specifically oriented to the combat arms or the non-combat arms. The separate training program during the senior year would be structured in consideration with the variance of needs between the two groups. The combat arms group, for instance could be presented difficult, combat like tasks, as well as being placed in demanding positions of responsibility.

Expanded research. In expanding the research in this area, experimenters may employ other personality instruments to measure individual differences between ROTC students. In addition, further

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<sup>8</sup>Chief of Staff of the Army, U.S. Army Command Information Spotlight. Issue No. 25, March 20, 1972.



experimentation would be enhanced by employing a control group of subjects who are not enrolled in ROTC. An instrument that measures appropriate and deviant need levels would further define the personality characteristics of ROTC students.

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